

Goal Writing Tutorial: Early Childhood

The following is one method for writing measurable goals and instructional objectives.

Goals/outcomes reflect what a student could be reasonably expected to accomplish within one year while receiving special education instruction and services.

IFSP educational outcomes contain the same components as **IEP goal** statements.

Each **goal** statement includes the following **components (present level may be implied)**:

- **Direction of change**
- **Behavior to be performed**
- **Expected annual ending level of performance**

Direction of Change (may be implied or embedded in behavior)	Behavior to be performed (for older children- should be functional)	Present level (may be implied)	Expected level of performance (Must be qualitatively or quantitatively described)
The child will: <div style="text-align: center;"> increase decrease maintain </div>	behavior developmental milestone	FROM: _____	TO: _____
EXAMPLE:			
The child will:	pull self upright	FROM:	TO: a balanced standing position

Objectives are measurable, intermediate steps leading to the attainment of the annual goals/outcomes. IFSP educational objectives contain the same components as IEP objectives. They describe the child's behaviors. There must be at least two objectives per goal.

Objectives contain the following components:

- **conditions for evaluation**
- **behavior to be performed**
- **criteria and procedures for evaluation**

Conditions for evaluation	Behavior to be performed	Evaluation criteria, procedures
Circumstances under which the activity or behavior occurs: <ul style="list-style-type: none"> • environment • specialized instructional materials/equipment • assistance 	<ul style="list-style-type: none"> • observable- stated in understandable language • qualitative or quantitative description • verifiable as defined by the IEP/IFSP team 	What will be used to measure performance? <ul style="list-style-type: none"> • method • instrument • how • by whom
EXAMPLES:		
During daily playtime:	the child will reach upward to grasp a toy placed slightly beyond arm's length.	as designed, observed and documented by multiple caregivers.
When offered physical assistance from an adult during daily playtime:	the child will consistently pull to stand.	as observed and documented by parent or teacher.
During daily activities and in a variety of settings:	the child will use stable objects placed within reach to consistently pull self to stand.	as observed and documented by parent or teacher.